

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	<p>Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <p>Received Texas Education Agency</p> <p>2016 MAR 29 PM 12:32</p> <p>Document Control Center Grants Administration</p> </div>
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Millsap ISD	184904		
Vendor ID #	ESC Region #		DUNS #
	11		193518412
Mailing address	City	State	ZIP Code
201 East Brazos	Millsap	TX	76066-

Primary Contact

First name	M.I.	Last name	Title
Roxie		Bean	MAP Program Director
Telephone #	Email address		FAX #
940-682-3138	rbean@millsapisd.net		940-682-4158

Secondary Contact

First name	M.I.	Last name	Title
Deann		Lee	Assistant Superintendent
Telephone #	Email address		FAX #
940-682-3105	deannlee@millsapisd.net		940-682-4476

Part 2: Certification and Incorporation

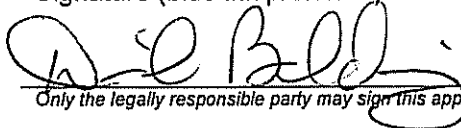
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
David		Belding	Superintendent
Telephone #	Email address		FAX #
940-682-4994	dbelding@millsapisd.net		940-682-4476

Signature (blue ink preferred)

Date signed



3/24/16

Only the legally responsible party may sign this application.

701-16-102-098

Schedule #1—General Information (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	NA	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 184904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 184904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for school wide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 184904

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Millsap Independent School District is a rural school district located in west central Parker County with a small tip into Palo Pinto County. The district covers over 124 square miles and is 45 minutes southwest of the Fort Worth, TX Metroplex. The two major highways connecting Millsap to the rest of the state are Interstate 20 and US highway 180. Demographics of the sprawling area consist of 74% white, 23% Hispanic, 2% two or more, and 1% African American.

In 2014 the median household income fell \$10,000 below the state and surrounding areas of Parker County with 42% of the children in the district living in single parent homes or with non-relatives. According to American Community Survey 2010, US Census Bureau, 27% of the citizens of Millsap, TX fall within the poverty range. The number of sex offenders to residents in the area is higher per-capita than both the state and county with Millsap and surrounding areas showing a ratio of 177 per 10,000 while the county has 29 per 10,000 and state 19 per 10,000. Crime scores for the area show forcible rape to be above national per capita and equal to Texas with property crime, burglary and larceny theft all above national and state per-capita percentages. These statistics along with the current upsurge in teen dating violence, teen suicide, and bullying show a great need for the grant and will allow MISD to increase the level of academic, social and emotional learning services for our youth and families.

Millsap ISD is a 3A district. Millsap Elementary and Middle Schools are both school wide Title I schools and all feeder campuses serve a high percentage of low-income students. The district is located in an area where there are no other resources available to assist students and families. A survey of community programs indicates that there are no out of school time services, recreational centers or social services located within a half hour's drive from the community.

Millsap community members, school board, staff, parents and business members have been notified of Millsap ISD's intent to apply for the 21st CCLC /Texas ACE grant through Texas Education Agency through meetings and online resources. The application will be made available after submission. All stakeholders agree to work in unison with the district to build partnerships and provide volunteers, services and sustainability for the greatly needed afterschool program.

Evidence of the need is established in all data and research. Due to the lack of available services, students are more at risk of harm and academic failure. The grant will allow MISD to expand learning opportunities at an elementary site K-5 and open a new middle school (secondary) center that will provide safe, structured activities that are intentionally designed to provide academic, social and emotional support for students in grades 6-12 while assisting families of students enrolled in the program. Both sites are within 1 mile of the fiscal office for the grant. The new and expanded services will include academic enrichment and support to address gaps in performance in the following areas: Reading grades 3,4,5,7,8, Eng. I and Eng. II for all student groups. A large gap in reading achievement exists for white students in MISD in comparison to the white group at the state level. Hispanic students in grade 8, Eng. I and Eng. II also fall below state performance for reading. In the area of Math there is a large gap in performance between Hispanics for Algebra I while Writing at 4th grade is also an issue for Hispanic, white and economically disadvantaged student groups. Science and Social Studies also are problematic and show low performance for Hispanic and white student groups for MISD. Other issues include increases in teen dating violence, teen suicide, and bullying. Related crime statistics show a great need for secondary programming which will provide ongoing services to individual students, small groups, parents, and staff.

Program staff will communicate regularly with campus principals, school day staff, partners, board members, and community members to ensure that all activities are aligned for maximum benefit for students and families enrolled in the program. The grant will allow MISD to offer professional guidance and programming to improve academic performance, school day attendance, positive behavior, grade promotion rates and graduation rates.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 184904

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Millsap Texas ACE program is designed to expand out of school time programs by providing opportunities for academic enrichment, tutoring designed to assist the regular school day to close the gaps in performance in Reading, Math, Science and Social Studies, provide students' academic enrichment activities, service learning projects, problem solving activities, music, art, technology and career exploration to reinforce and complement the regular academic program, provide families of participants ESL classes, college planning opportunities, financial planning classes, and ways to give back to the program through mentoring and volunteering. Several community organizations including the local Garden Club, local churches, Heritage Society, and Masonic Lodge as well as ranchers and business owners are available to be partners by providing services for the program.

Social and Emotional Learning opportunities are designed based on the best practices as outlined in the Center for Youth Program Quality, *The Field Guide: Preparing Youth to Thrive: Promising Practices in Social and Emotional Learning*, by David Veikart. SEL program activities will provide student, family and community support particularly in emotional management, empathy, teamwork, responsibility, initiative and problem solving.

The Millsap Texas ACE program will be under the direction of a part-time project director, an elementary and secondary site coordinator, a family engagement specialist, and front line staff needed to provide a ratio of no more than 20 students to 1 teacher. Community members, local churches and organizations are ready to provide support as well as volunteers for the program. Services to assist the program are available from: Star Council-Drug Prevention Program, Parker County Extension agency, Millsap Garden Club, Weatherford College, Parker County Sheriff's Department, and Millsap Volunteer Fire Department.

Millsap Texas ACE program will be held 1 hour before school and 2 hours after school and provide summer camps to accommodate the need for tutorials, enrichment and SEL activities to improve academic performance, school day attendance, positive behavior, grade promotion rates and graduation rates. Texas ACE grant funds will be used to provide additional services and will not supplant funds or services currently provided by MISD.

A Texas ACE community advisory team has been established. The team is made up of community members, businesses, school staff members, parents and ACE staff members. The team will meet monthly to provide ongoing feedback for the purpose of implementing a continuous improvement process to evaluate activities and programming to ensure student success, program effectiveness and sustainability. Student assessment, program evaluation surveys and interviews will be used to determine need and improve targeted services.

The staff will continue to serve the community to provide continuous feedback and input for community stakeholders.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 184904			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$259,500	\$0	\$259,500
Schedule #8	Professional and Contracted Services (6200)	6200	\$31,500	\$3000	\$34,500
Schedule #9	Supplies and Materials (6300)	6300	\$41,500	\$0	\$41,500
Schedule #10	Other Operating Costs (6400)	6400	\$10,500	\$0	\$10,500
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$343,000	\$3,000	\$346,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$343,000	\$3,000	\$346,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements				
Administrative Cost Calculation					
Enter the total grant amount requested:					\$346,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$17,300

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 184904			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			
2	Educational aide			
3	Tutor	4		\$16,000
Program Management and Administration				
4	Project director (required)	1		\$20,000
5	Site coordinator (required)	2		\$80,000
6	Family engagement specialist (required)	1		\$31,500
7	Secretary/administrative assistant			
8	Data entry clerk			
9	Grant accountant/bookkeeper			
10	Evaluator/evaluation specialist			
Auxiliary				
11	Counselor			
12	Social worker			
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			
14	ESC coordinator/manager/supervisor			
15	ESC support staff			
16	ESC other			
17	ESC other			
18	ESC other			
Other Employee Positions				
19	ACE Frontline teachers	10		\$60,000
20	Bus Drivers	4		\$15,000
21	Title			
22	Subtotal employee costs:			\$222,500
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$1,000
24	6119 Professional staff extra-duty pay			\$10,000
25	6121 Support staff extra-duty pay			\$6,000
26	6140 Employee benefits			\$20,000
27	61XX Tuition remission (IHEs only)			
28	Subtotal substitute, extra-duty, benefits costs			\$37,000
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$259,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 184904		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$0
2		\$0
3		\$0
4		\$0
5		\$0
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$34,500
(Sum of lines a, b, and c) Grand total		\$34,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 184904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$41,500
Grand total:		\$41,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 184904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$0
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$500
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$10,000
Grand total:		\$10,500

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 184904			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2				\$0
3				\$0
4				\$0
5				\$0
6				\$0
7				\$0
8				\$0
9				\$0
10				\$0
11				\$0
12				\$0
13				\$0
14				\$0
15				\$0
16				\$0
17				\$0
18				\$0
19				\$0
20				\$0
21				\$0
22				\$0
23				\$0
24				\$0
25				\$0
26				\$0
27				\$0
28			\$	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 184904			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			878		
Category	Number	Percentage	Category	Percentage	
African American	7	.8%	Attendance rate	96%	
Hispanic	126	14.4%	Annual dropout rate (Gr 9-12)	0%	
White	726	82.7%	Students taking the ACT and/or SAT	47.1%	
Asian	0	0%	Average SAT score (number value, not a percentage)	1393	
Economically disadvantaged	354	40.3%	Average ACT score (number value, not a percentage)	19.4	
Limited English proficient (LEP)	20	2.3%	Students classified as "at risk" per Texas Education Code §29.081(d)	37.8%	
Disciplinary placements	88	.10%			
Comments					
Approximately 1/3 of MISD's enrollment comes from transfers in to the district as well as a K-8 district which feeds in to the high school. These students would not be excluded from 21 st Century Grant services and are, therefore, not excluded in the numbers above. The high number of transfers increases the need for the grant as the transfers diversify the MISD population even further than its resident population.					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	1	1.5%	Bachelor's degree	57.9	84.6%
White	64.5	94.2%	Master's degree	9.6	13.9%
Asian	0	0%	Doctorate	1	1.5%
1-5 years exp.	17	24.8%	Avg. salary, 1-5 years exp.	\$36,029	N/A
6-10 years exp.	6	8.8%	Avg. salary, 6-10 years exp.	\$40,308	N/A
11-20 years exp.	20.6	30.0%	Avg. salary, 11-20 years exp.	\$45,992	N/A
Over 20 years exp.	11.9	17.4%	Avg. salary, over 20 years exp.	\$56,200	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 184904

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	10	20	20	25	25	25	25	15	10	10	4	4	4	3	200
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	10	20	20	25	25	25	25	15	10	10	4	4	4	3	200

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 184904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment was conducted through community, parent, student and staff surveys, advisory meetings, District Educational Improvement Council, Community interviews and phone calls. All stakeholders were given the opportunity to address issues and provide input into the process of defining needs to be addressed by the program. MISD stakeholders included the Superintendent, Assistant Superintendent, Business Manager, Food Service Dir, Transportation Dir, Custodial Dir, Maintenance Dir, Campus Administrators, teachers, parents and support staff, Millsap City Manager, business leaders and community members. The ACE Blueprint needs assessment forms and guidance provided the framework for collection of needs and resources for both the district and community. The Millsap ISD State assessment report (TAPR), PEIMS reports, District and campus improvement plans, US Census reports, Texas Crime reports, and prior program evaluations were all included in the data sets studied. Data was collected, compiled and prioritized by the advisory team and school staff. After arduous study of all information the following areas were identified as greatest needs:

- A definite need for a safe, secure learning environment for students during out of school time. Students and parents in the area are scattered into the rural countryside and have no other facilities or programs available to them. There are neither recreational centers nor learning centers of any kind in the 124 square miles served by MISD. A large number of students live in single parent homes and go home alone until working parents get home. Older students often become caretakers for younger siblings and cannot participate in extracurricular activities.
- Millsap Elementary and Millsap Middle Schools are both Title I school wide campuses that have several areas of need for academic support for students to meet the standards on state assessments and promote to the next grade.
 - Reading gaps in grades 3, 4,5,7,8, Eng. I and Eng. II for all student groups.
 - Reading gap in grade 8, Eng. I and Eng. II for Hispanic student group.
 - Math gap for Hispanic Alg I
 - Writing gap for all student groups
 - Science low performance for Hispanic and White
 - Social studies gap in performance for Hispanic group.
- Student support for Social and Emotional needs.
 - Teen dating violence
 - Teen suicide
 - Bullying
 - Family Stress
- Enrichment. No community resources available for students and families.
 - Need for combined building project city/school for students to build a park gazebo.
 - Need for project to help Garden Club with a green house.
 - Need for service learning projects for students.
- Support for parents, families.
 - Financial classes for families
 - College planning and exploration
 - English as a Secondary Language classes
 - Educational Technology support

Goals, objectives and key success indicators will be established for each gap area to ensure that all program activities and services are aligned with identified needs and students with the greatest need are recruited and participate in the program. All activities will be intentionally planned and matched to a need. The Texas ACE planning tools will be used to guide staff to develop activity plans. Data will be collected and studied each 6 weeks to provide a means to determine success or need to make changes to activities and services.

For TEA Use Only

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 184904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Performance gaps in: Reading Math Science Social Studies	Provide expanded learning time for identified students. Provide tutorials and intentional recruitment of students in most need. Provide learning in innovative methods to meet the needs of all students. Use formative assessment and summative assessment to determine progress of students. All activities will be aligned with the regular school day TEKS with individualized instruction for areas of weakness in student expectations. +Increase in academic performance on state assessment in all grades and promotion rate for secondary
2.	Need for safe, secure afterschool environment for students of working parents	Students would have a safe secure place to participate in activities that will help them grow academically, socially and emotionally while parent (s) is/are at work. Homework help provides more quality time at home and relieves family stress. Activities including college prep and college readiness will be provided for secondary students. + Increase in graduation rate
3.	Student and Parent support system for youth development	+Positive behavior +Attendance
4.	Student enrichment activities for afterschool time No museums, art galleries, etc. for students to attend in the community	The ACE program will address this need by providing activities that will allow students to widen experiences beyond the community. +Academic +College readiness, grade promotion, academics
5.	Parent educational support	Provides opportunities for families to be engaged in the learning process for their students. Provides opportunities for community building and bridge the gap between parents and school.

Schedule #14—Management Plan**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 184904			Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Project Director	Bachelor's degree, Master's preferred, three years' experience in an educational and or social work setting , supervisory experience, fiscal/budget management, data reporting, information system experience, and evaluation training.		
2.	Site Coordinator(s)	Highly qualified with experience in managing budgets, staff and resources within an educational setting; development, planning and execution of quality and targeted programming; excellent communication and time management skills; technologically proficient; preferred experience in operating a grant based program with knowledge of compliance and data requirements.		
3.	Family Engagement Specialist	Highly qualified with strong interpersonal skills; knowledge of community needs and resources; experience in educational or family support setting; strong communication skills with the ability to recruit at risk families and students; plan and execute special events targeted at parental involvement; act as liaison between program, school and community.		
4.	Frontline instructors	Experience working with children; ability to plan and execute after school enrichment activities; effectively manage multiple age groups; experience in an educational setting with knowledge and skills to provide academic support		
5.	External Evaluator	BA or higher degree in Education. Experience in program evaluation, research and strategic methods for evaluation, qualitative and quantitative research methods, data collection and analysis. Operational knowledge in afterschool programs and summer school programs. Ethical, integrity, and no conflict of interest.		
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Increase academic performance for all core subjects	1. Student recruitment plan for greatest need	8/01/2016	8/15/2016
		2. Identify innovative instructional techniques and curriculum for tutorials and homework help	8/15/2016	9/1/2016
		3. Hiring high qualified staff	8/01/2016	8/25/2016
		4. Staff training in instructional techniques	9/26/2016	Ongoing
		5. Student assessments to evaluate progress, implementation and effectiveness	10/10/2016	5/24/2017
2.	Increase positive behavior	1. Plan SEL program activities	8/01/16	8/20/16
		2. Secure agreement with Dr. Cupp	5/25/2016	5/25/2017
		3. Identify students with greatest need	9/12/2016	ongoing
		4. Staff training	8/26/2016	Ongoing
		5. Assessment to evaluate progress and implementation	10/10/2016	5/24/2017
3.	Increase promotion rate for all secondary grades	1. Identify students who did not promote to next level on secondary level	8/01/2016	8/15/2016
		2. Set up tutorials and homework help for instruction	9/12/2016	5/23/2017
		3. Monitor student progress every 3 weeks	9/12/2016	Ongoing
4.	Increase attendance rate for at-risk students	1. Identify students	9/12/2016	Ongoing
		2. Plan activities based on student needs	9/12/2016	Ongoing
		3. Implement program	9/12/2016	Ongoing
		4. Assess activities for effectiveness	9/30/2016	Ongoing
5.	Improve graduation rates	1. Identify students	9/12/2016	5/19/17
		2. Monitor activities for effectiveness	9/12/2016	Ongoing
		3. Monitor students' progress toward graduation	9/12/2016	Ongoing
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 184904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE center Project Director, Site Coordinators, and Family Engagement Specialist will work together with campus principals, teachers, and parents to attain feedback regarding program attainment of goals. The Advisory team will meet bimonthly to provide input and feedback to the community regarding overall programming. Revisions will be made based on data review at the end of each grading period. A continuous improvement process will be used to plan, do, study, and revise program activities as well as ensure attainment of goals and objectives.

Each student will enter the program with an individualized set of student expectations/goals to meet each 6 weeks. Student data including grades, local benchmark data and attendance will be reviewed by the staff to determine effectiveness and student growth. If needed, instructional strategies and techniques will be revised to help students meet their goals. Program practices follow best practices as outlined in OST documentation and ACE Prime Blueprint. Policy and Procedures will be implemented to ensure data collection, documentation and management follows the Family Education Rights and Privacy Laws., The Public Information Act and Texas Administration Code.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Millsap ISD received Cycle 7 grant funding for an elementary site. Through the process of implementation, great knowledge was gained in the need for an afterschool program. The community, school staff, school board and business members all support the program and have worked toward sustainability. The school board is on record for committing funds for sustainability. This cycle will allow a secondary site to be developed so at the end of the grant award both sites can be sustained through commitment from local school board, administrators and community members. The majority of Millsap partners provide services for program activities. We will continue building relationships to ensure services will continue after the grant is over and to seek new partnerships. A current survey of the parents and community revealed that tutorials and homework help were "very beneficial, that it alleviates tension at home and child's grades were improving overall." Working together with all stakeholders the program will continue after grant funds are gone.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 184904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Center Level Logic Model	1.	Completion of Logic Model
		2.	Timely submission of Logic Model to TEA
		3.	
2.	End of activity evaluations	1.	Evaluation sheet for activities completed at the end of each activity period
		2.	Evaluation sheets compiled to monitor success
		3.	Data used for program improvement
3.	Exception Reports from Texas ACE TX21st System	1.	Reports contain all required data
		2.	
		3.	
4.	Annual comprehensive Independent Evaluation	1.	Evaluator secured
		2.	Data given to Evaluator
		3.	Annual External Evaluation completed and submitted to TEA
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected as outlined in the ACE Blueprint and required by the state. Data will be collected daily and entered into the TX21st system to ensure valid data for the program and will include: Participant demographic data, attendance, grades, state assessment results, discipline data, school day attendance grade promotion, graduation, extracurricular activities, Student needs assessment, and Pre and post assessment for students attending tutorials.

Other data that will be collected to provide continuous improvement of the program will include: Student needs assessment, program strategies, staff training participation, program self-assessment, innovative instructional activities, adult advocacy, Family engagement activities, parent meetings and events, partnerships, staffing, staff meetings and events, and program integration.

Data will be reviewed at the end of each 6 weeks, areas of weakness will be revised/refined to strengthen the program and improve students' performance toward goals and objectives.

A final comprehensive external evaluation will be conducted at the end of each year and findings will be presented to the school board and made available on the Millsap ACE site website.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 184904

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Millsap ACE Program will provide activities for elementary students at an Elementary site and secondary at the Middle School site. All programming will take place during out of school time. Activities are designed to be in addition to, and extensions of, the regular school day and will not take the place of any regular or required programs or activities. Project staff will only participate in activities allowed in the grant guidelines. All activities will be designed to provide students additional academic, social, and emotional support. Therefore students will be more successful on respective state assessments.

Students will be transported safely to each center by MISD transportation dept. buses at the end of the school day for afterschool activities. Bus routes will be established to transport students home at the end of programming each day. This will allow students of working parents to have the opportunity to participate in the afterschool program. Due to the large rural area, transportation home is a great need. Millsap ISD has agreed to provide buses and fuel; grant funds will pay bus drivers.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Information regarding the ACE center will be disseminated to the community by use of mail out flyers to all district parents, postings on district and campus websites, posters placed on campuses, presentations at PTO meetings and community organizations. Information and registration information will be available on school registration dates. Information will be sent home with regular day students and made available for all stakeholders in campus offices.

The advisory team will also provide help in getting information to the community. All information will be provided in English and Spanish to accommodate parent needs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 184904

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Millsap ACE centers will improve academic achievement by providing services and activities that:

- Are aligned to TEKS and the regular day instructional scope and sequence.
- Ongoing with informal and formal assessment to guide instruction and ensure student success
- Are age and grade appropriate to meet the needs of all student participants
- Provide additional support for campuses by addressing campus needs assessment for academic performance
- Will be aligned with district and campus improvement plan goals and objectives

All activities will provide academic, social and emotional support for students and parents to ensure students' overall success and will assist students in achieving at a higher level. Therefore, students will be more prepared for college or the workforce upon graduation.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Federal, State and local programs will provide resources to coordinate with the ACE program such as district curriculum resources, TEKS resources, Data tools, DMAC, child nutrition, Special Ed., Title I, Title II, SCE, GT, CTE and ELL as well as others. All will be coordinated to make effective and efficient use of all public resources. The coordination of services will allow Millsap ACE sites to be of maximum benefit to all students served.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 184904

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All proposed activities are aligned to the critical success factors outlined in the Texas ACE Blueprint and Four Component Activity Guide and will include: Student and Family Engagement, School Involvement, Assessment Data, and Professional Development Impact. All activities are selected based on student, family or community need and are aligned to meet identified needs as prioritized in the needs assessment. Performance indicators have been identified to measure success and ensure high quality enrichment opportunities. All programming will be based on best practices as outlined in current educational research. All activities will be aligned with Texas Essential Knowledge and Skills, campus and district improvement plans and will be evaluated to ensure effectiveness in reaching performance goals set for the program. Academic Assistance will be based on TEKS aligned activities that are an extension of skills but are innovative and offer a different approach from the regular school day. Activities include: Tutorials, homework help, math, reading, science, social studies, and computer activities designed to meet the needs of identified students.

Enrichment activities are designed to promote intrinsic motivation, academic and personal success for participants and include: Arts and crafts, dance, music activities, driver's education, CPR classes, Babysitting, small group and individual sessions on anger management, time management, character building, and conflict resolution led by a professional consultant with over 30 years' experience working with students and at risk youth.

Family and Parental Support activities are designed to increase involvement in students' education and will include: adult education, parenting workshops, college financial aid, family counseling/guidance, household financing, financial workshops, volunteering and partnerships with school.

College and Workforce Readiness activities are designed to assist students and parents in the attainment of employment and college readiness and include: SAT/ACT Prep, AP prep classes, Career days, mentoring, Computer literacy and labs.

Measurement tools for collecting data will be in place for all program objectives. Data collection will be collected through instructor surveys, self-assessment observations, family, student and teacher surveys, and activity evaluations at the end of each unit. Documentation of program participation and feedback from all stakeholders, student grades, school day attendance, discipline data, local benchmark data, PEIMS reports, and Tx21st system data will all provide information for continuous improvement.

Performance measures will include tracking all activities, curriculum alignment and lesson plans, number of meetings and contacts made, pre/post tests, case plans, use of PRIME assessment, training, schedules, sign in sheets and training reports. The Millsap ACE program is designed to provide a well-planned and implemented program that will meet the prioritized needs with intentional planning and evaluation to ensure effectiveness and efficiency with the program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 184904

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.
- ☒ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Millsap, TX is located in rural Parker County. There are no CBOs within reasonable geographic proximity for a partnership to be acquired for funding. However, the district will partner with community groups to provide resources for activities and program support. Millsap ISD will be the fiscal agent to oversee all aspects of the grant.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 184904

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Community needs assessment revealed the need for an afterschool center that will provide a safe, secure nurturing environment to help Millsap students continue learning both afterschool and in the summer. Resources available for the elementary site and secondary site include: Parker County Extension, Millsap churches and Garden Club. The resources will assist the program by providing volunteers, mentors and venues for communication. The secondary site will also provide mentors, communication and volunteers to assist in the service learning projects that will take place in the community. The proposed ACE program will not replace or duplicate any other projects or programs in the area.

A major emphasis for the secondary site will be to work together with AG teachers, community members and ACE students to design, plan and construct a gazebo to be used by the community. Other learning projects will provide avenues in which students, teachers, parents and community can work together for the greater good of the community. Community Cleanup activities, beautification activities, as well as college, career and job fairs are all in the plan to address the needs of the community.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 184904

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Current best practices indicate that more time on task allows students the opportunity to achieve and maintain learning. The Millsap ACE program is designed to provide that extra time for students to continue learning before school, afterschool and in the summer. Activities include one on one tutorials, small group learning as well as projects that extend school day learning into the real world. The Texas ACE Blueprint, lesson guides and plans will be used to ensure alignment with the regular school day curriculum and provide developmentally appropriate programming at all levels. Millsap ACE staff receives training and will be required to implement best practices learned in the training.

ACE staff will communicate with the regular day teachers to keep all aspects of the program aligned and revised as needed. Millsap ACE staff and administrators will continue to attend state and national trainings and conferences to stay abreast of the research and practices. The staff will communicate with organizations and Weatherford Community College to gain information in order to provide help for parents, students and community with post-secondary and workforce preparation and will also provide Social and Emotional Learning activities for positive youth development and growth.

Information for best practices and research was acquired through TXPOST. OST network, TEA and other sources as outlined in the Texas Blueprint.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Millsap Afterschool volunteers will be used to add variety and lead activities in areas of need. Volunteers from the local Garden Club, Millsap churches, as well as parent and community members have been identified and are ready to serve the students of the Millsap ACE program. MISD understands that our community resources are the lifeline for our program. Volunteers will be strategically placed in appropriate areas of service. All volunteers must follow MISD board policy and procedures outlined in the Millsap Volunteer Handbook and must meet all criminal background checks and fingerprinting requirements prior to entering the class. Senior volunteers will assist students by mentoring, programming in gardening, art, cooking, sewing, quilting, and providing support as well as planning and organizing special days for college and workforce readiness and must meet the same requirements as other volunteers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 184904

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Millsap School District teachers, administration and board understands the need, and fully supports the ACE program. Past data shows the program is beneficial and serves the students, parents and community. The ACE program fills an enormous gap that exists for students and working families in the rural area. All stakeholders are ready and willing to work together to ensure sustainability of the program

Millsap Board of Trustees and stakeholders have developed a sustainability plan to ensure that an afterschool program continues after grant funding is gone. The plan will be reviewed annually while the grant is active. During the final year of grant funding, the sustainability plan will be confirmed to account for any changes in committed resources by MISD administration, board and community.

Millsap ISD will work with partners: Agrilife Extension, Modern Woodsmen, PTO, City of Millsap, Volunteers TX Parks and Wildlife and others to provide programming. Programming will be based on the needs and interests of students, parents, and teachers and will continue as is after the grant funding is gone.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 184904

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Millsap ISD has a School- Community Action team in place that will meet 3 times a year during the course of the Millsap ACE program. The team consists of elementary and secondary teachers, parents, business owners and community leaders including Millsap Volunteer Fire Department and Parker County Sheriff's Department. The team will work closely with the afterschool director, coordinators, and district to ensure all program assessments and data are used to evaluate and revise programming to meet the needs of the community and students. The team will assist with data collection such as surveys, needs assessments, and resource assessments and will report findings to keep members informed and updated on all aspects of the program.

The Action team will work with the district to update the sustainability plan and ensure that programming continues after grant funding is gone.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 184904

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE program director will work with the Millsap Assistant Superintendent to ensure adherence to all grant requirements and guidelines. The program director will attend TEA trainings and follow guidance from the technical assistants while implementing, monitoring and assessing program requirements. Millsap ACE programming will provide high quality activities and understands the key tasks that ensure quality programming as outlined by TEA in the Texas ACE Blueprint. The program director, coordinators and staff will provide a focused, measured and intentional program for all students, parents and community.

The program is based on school/community needs assessments, aligned with the school day, provides student and family voice and choice, and includes intentional activities for targeted students. Students will be recruited on a most needed basis. Family engagement activities will be interwoven in all aspects of the program and activities. Millsap ISD surveys parents at the end of each semester to ensure needs are being addressed.

All ACE staff will attend trainings and conferences to gain knowledge of best practices and programming. The staff will then implement training into the afterschool time activities. Site coordinators will monitor and observe the activities to ensure implementation and measure success of the practices. The project director, site coordinators and frontline staff will follow all specified requirements for safety, program management and coordination with partners.

All lessons and units will be designed and planned using the Texas ACE Activity and Lesson Plan worksheets and will be evaluated at the end of the unit to ensure student growth.

All communication flyers and outreach materials will include the Texas ACE logo. Millsap Texas ACE centers will comply with all ACE branding guidelines as outlined by TEA.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 184904		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 1	Center Name: Millsap Elementary ACE		
9 digit campus ID#	184904-101	Distance to Fiscal Agent (Miles)	.5miles
Grade Levels to be served (PK-12)	K-5		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			150
Number of Adults (parent/ legal guardians only) to be served:			50
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 2	Center Name: Millsap Secondary ACE		
9 digit campus ID#	184904-041	Distance to Fiscal Agent (Miles)	.1 mile
Grade Levels to be served (PK-12)	6-12		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			50
Number of Adults (parent/ legal guardians only) to be served:			20
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Millsap High School		
9 digit Campus ID #	184904-001		
District Name (if different)			
Distance to Center	.3 miles		

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 184904

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with school wide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Millsap ACE centers will coordinate with the Title I school wide program and SCE to collect student data and identify students in most need of extended services that can be provided by Millsap Texas ACE centers, provide some staff training and teaching materials for supplemental activities in the afterschool program.

Activities will be aligned with the regular school day curriculum scope and sequence provided by Title I and other programming data. The project director and site coordinators will meet with the MISD Assistant Superintendent, administrators and teachers to gain information with which to best serve students in the afterschool program. Millsap Elementary school and Middle school are school wide Title I and the secondary serves a large population of at-risk youth. Data for programming will be made available at no charge by the assistant superintendent on an as needed basis. MISD ensures that all FERPA guidelines are being followed.

Student retention and recruitment is based on recommendation by teachers, parents, staff and students. Students enrolling in an ACE unit are expected to participate for at least 45 days for maximum academic benefit. Regular staff meetings will be held to provide opportunities for problem solving and ideas to keep students engaged in the program for a longer period of time.

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Schedule #17—Responses to TEA Program Requirements (cont.)

184904

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Millsap Texas ACE will have an Elementary and Secondary site.

The elementary site will serve students PK-5 and will be housed in the Millsap Elementary School.

Programming will take place before and after school from 7 to 8 am and from 3:30-5:30 pm. The fall term will begin on August 29, 2016 and end 12/14/2016 to provide 13 hours of programming per week for 12 weeks.

The Spring term 1/03/17 through 5/23/2017 will have 13 hours per week for 18 weeks. The summer term will begin 6/05/2017 and end 7/20/2017 with 6 weeks of programming. This provides a total of 36 weeks of programming for each year.

All activities will be aligned with regular day and identified needs of students, parents and community.

The secondary site will provide before school tutorials and afterschool programming for the same dates and times but activities will be aligned to meet the needs of middle school and high school needs. All programming will take place during the grant period.

Each site will have a full time site coordinator, frontline staff, tutors, and volunteers and will be under the direction of an ACE project director. Each site will maintain a ratio of students to teachers of no more that 20 to 1 to allow maximum learning opportunities for all students. Tutorials and Social Emotional learning activities will be scheduled in small groups or one-on one based on student need.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Millsap ACE centers will complete the self-safety assessment provided by TEXAS ACE blueprint. All staff will receive training on Emergency Operations and will follow the standard protocols set by Millsap district. Staff will receive training on all drills and practices as regular day teachers.

The Texas ACE registration form will include parental consent and ensure documentation for emergency situations.

A sign in/out center will be located at the entrance of the building and all parents, students and teachers will be required to sign in and out at the beginning and end of each day to ensure safety for all.

Safety policy and procedures will be documented in the handbook and will be disseminated to all parents and teachers.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 184904

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities are intentionally planned and developed using needs assessments, regular day scope and sequence, Texas Essential Knowledge and Skills, Texas ACE four component guide, ACE activity alignment form and Texas ACE unit and lesson plan sheets. Activities are grade level and developmentally appropriate to ensure all students are provided meaningful and engaging opportunities to learn and expand learning through enrichment, creativity and innovative learning experiences.

Academic assistance activities are based on identified student needs and aligned with areas of weakness as revealed in STAAR data, regular class grades and teacher recommendations. Academic assistance is provided in Math, Reading, Science and Social Studies. Homework help is aligned with students' regular day studies.

Academic enrichment activities are also intentionally planned to provide students access to higher thinking problem solving learning, STEM learning, project learning, and community service opportunities.

Social and Emotional activities are aligned with best practices and address the current local student needs, family needs and will provide activities for our youth at risk of dropping out of school.

College and Workforce Readiness and Family/ Parental Support Services plans are created to provide activities that align with needs as outlined in the needs assessment and four component guide.

Millsap ACE program will consult with campus principals, teachers and parents to align activities with needs as identified in district and campus plans.

All activities will include principles of effectiveness through pre/post assessments, measurable goals and objectives designed for the activity or is based on best practices for student success.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 184904

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All activities are planned to meet the needs of students, parents and community. Activities provide grade level, developmentally appropriate work that will take place in the assigned center. Millsap Elementary PK-5 students will attend the elementary site and secondary 6-12 students will attend activities in the Millsap Middle School Secondary Site. A schedule of planned activities will be provided and reviewed after the end of each unit.

At the end of each unit data will be collected and activities will be reviewed for effectiveness and student growth. Flexible programming will provide students a continuum of learning as goals are reached. This will allow students to maximize learning opportunities while in the afterschool program. Student progress will be monitored and assessed. Teachers, parents and students will be provided opportunity to refer students for participation in the program. A referral form has been developed that will allow staff to assist students with immediate identified academic needs.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 184904

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The role of the Family Engagement Specialist will be a full time position devoted to developing relationships with parents/guardians in order to effectively communicate the benefits of the program to targeted families, and to provide opportunities for families to engage and participate in the academic success of their students. This person will also increase awareness of the family's impact on academic success and provide resources and education in areas such as parenting skills, financial management, employment assistance, mental health and family literacy. This person will also attend training and seminars to gain insight as well as seek input from families and the community in order to create relevant and beneficial opportunities for participation, education, and long term success for the family as a whole. Special effort will be made to ensure barriers to participation are eliminated or minimized by addressing working families, those without transportation, and non-English speaking families. Families will also be provided assistance and additional resources in areas that may greatly impact the success of students and their families but not be directly addressed through the ACE program. Some examples are referrals to free and low cost vaccination clinics, assistance applying for government benefits, a parent center with computer, internet and printer access, and other provisions as needs are identified.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will develop and maintain effective working relationships with project directors and site coordinators. The goal of proactively identifying and recruiting families who would benefit from the Millsap ACE program will be achieved with regular communication, sharing knowledge of the needs of students and families as they arise, and together reviewing current programs and events in order to evaluate their impact. Site coordinators will refer students in need to the Family Engagement Specialist who will then reach out to their family in order to engage them in programs or events addressing their needs and relaying information about the program. The Family Engagement Specialist will make Site Coordinators aware of the results of satisfaction surveys and needs assessments; shared information will lead to coordinating programs for students and families alike.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 184904

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Parents will have consistent opportunities for improving parenting skills, understanding their students' academic challenges, and become actively involved in and out of school. Examples of ongoing programs for a variety of parent groups are as follows: Grandparents raising their grandchildren will find support in our partnership with a group called Great Grands; opportunities for male role models will be presented with an ongoing program such as Watch D.O.G.S. and special events such as Bring Your Dad to School Day; families can attend Parent U, a series of classes held during evening hours and educating them on topics such as financial health and understanding sibling rivalry. Each semester a family event that allows parents to experience a day in the program will be offered as a tool to recruit families and students as well as give parents an understanding of the benefits of the Millsap ACE program. Math and science nights will give parents an opportunity to meet teachers in a relaxed environment and afford the time to develop relationships with teachers.

Specific student and family needs such as literacy, employment, emotional support during life changes, continuing ed, and the challenges of a single parent household will be addressed during the day as well as evenings through a parent resource center, workshops, and referral to additional outside resources. Resources for programs of this nature include Modern Woodsmen, Weatherford College, and Strong Fathers. Families will be surveyed to ensure programs are scheduled at the most opportune times, and many programs will be offered twice, on different days and at different times, in order to maximize attendance for working parents.

Family Engagement will also include opportunities for students and parents to participate in community service together with events such as a recycling campaign, the City of Millsap's Community Christmas, and a mentorship program. All family programs will be held at the elementary or secondary site. Many of our families have students who attend both campuses, communication between sites and the Family Engagement Specialist will ensure events are applicable to families of all age groups and do not conflict from campus to campus.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 184904		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 184904

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 184904		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 184904

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 184904		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 184904

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 184904

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 184904

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☐No nonprofit students participating: ☐No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 184904					Amendment number (for amendments only):				
Part 3: Services and Benefits Delivery									
Designated Places/Sites									
<input type="checkbox"/> Public school			<input type="checkbox"/> Private nonprofit school			<input type="checkbox"/> Neutral site			
<input type="checkbox"/> Other (specify):									
Designated Times									
<input type="checkbox"/> Regular school day			<input type="checkbox"/> Before school day			<input type="checkbox"/> After school day			
<input type="checkbox"/> Summer vacation			<input type="checkbox"/> Other (specify):						
Part 4: Selection Criteria/Activity Timeline									
#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date				
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date				
	# of students:	# of teachers:			Activity #1 end date				
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date				
	# of students:	# of teachers:			Activity #2 end date				
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date				
	# of students:	# of teachers:			Activity #3 end date				
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date				
	# of students:	# of teachers:			Activity #4 end date				
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date				
	# of students:	# of teachers:			Activity #5 end date				
Part 5: Differences in Program Benefits Provided to Public and Private Schools									
Select the one appropriate box below.									
<input type="checkbox"/> There are no differences between the program benefits provided to the public school students and the private school students.									
<input type="checkbox"/> There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)									
Description of Difference in Benefits					Reason for the Difference in Benefits				
1					1				
2					2				
3					3				
4					4				
5					5				

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